



K-G2  
Basic

G3-G6  
Advanced

# Helping With Math

GRADES

## Arithmetic Skill:

Basic Operations of Whole Numbers

Suitable for students  
**aged 4-11**



This pack is suitable for learners aged 4-11 years old or Kindergarten to 6th graders. The content covers fact files and relevant basic and advanced activities of basic operations of whole numbers topics that aim to develop and strengthen the learners' arithmetic skills.

## Happy All Saints' Day!



Every November 1st of each year, many Roman Catholics and other Christians across the globe observe All Saints Day, which commemorates all saints of the church deemed to have attained heaven.

## Arithmetic/Calculation Skill



We use arithmetic daily. We add, subtract, multiply, or divide when we count our bills and coins, calculate the distance of two places from one another, figure out how much pounds of meat to buy, etc.



## CONCEPTS



- **Arithmetic skill** is concerned with numerical calculations, such as addition, subtraction, multiplication, and division.
- It is one of the basic skills in mathematics that children must learn.

### All About Arithmetic and Learners

- ★ Kindergarten start to add by counting numbers using the fingers on one hand — 1, 2, 3, 4, 5 — and starting with 6 on the second hand.
- ★ 1st to 2nd graders begin to count to 100 by ones, twos, fives, and tens. They can also do basic addition and subtraction up to 20.
- ★ 3rd graders shift from using hands-on methods to using paper and pencil to work out math problems. They can now do addition and subtraction with regrouping (also known as borrowing). They can now start do multiplication and division, by relating it to fact families (collections of related math facts, like  $2 \times 4 = 8$  and  $4 \times 2 = 8$ )



## CONCEPTS

### All About Arithmetic and Learners



- ★ 4th to 5th graders explore the two- and three-digit multiplication (like  $360 \times 21$ ). They can now solve complete long division, with or without remainders.
- ★ Middle schoolers learn basic algebra with one unknown number (like  $3 + x = 8$ ). They also show enthusiasm in working with fractions, percentages, and proportions
- ★ High schoolers apply numbers in real-life situations (like calculating a sale price or comparing student loans)

## ILLUSTRATIVE EXAMPLES

When we add 1 and 2, we get ...

1

+

2

=

3

When we add 2 and 3, we get ...

2

+

3

=

5



## SAMPLE/APPLICATION

In adding 2-digit numbers, arrange the numbers vertically. If we have 25 and 14, it will be:

Place the ones and tens of the two addends aligned with each other.

Start solving from the ones column to the tens column.

Since 6 plus 7 is 13. Looking at it, 1 is in the tens place and 3 is in the ones place. So, we have to carry the one above the tens column then put the 3 below the ones column.

Now, add all the numbers in tens column. Then, we get 43.



## WITHOUT REGROUPING

**Tens Ones**

$$\begin{array}{r} + \quad 2 \quad 5 \\ \quad 1 \quad 4 \\ \hline 3 \quad 9 \end{array}$$

These are called addends.

This is called sum.

## WITH REGROUPING

LET'S TRY THIS TOO!

Tens	Ones
2	6
1	7
<hr/>	
4	3

13



## SAMPLE/APPLICATION

When we subtract 1 from 3 , we get ...

$$3 - 1 = 2$$

When we subtract 2 from 6, we get ...

$$6 - 2 = 4$$



Hello! What is the difference when 25 is subtracted from 56?

$$\begin{array}{r} 56 \\ - 25 \\ \hline 31 \end{array}$$

What we did here was we let 56 as the *subtrahend* because it was the greater number and 25 as the *minuend* because it was the number reduced from the total number Then, we subtracted the ones to ones and tens to tens to get the answer.



## SAMPLE/APPLICATION

- In math, multiplication means adding equal groups.
- When we multiply, the number of things in the group increases.
- The two factors (multiplicand and multiplier) and the product are parts of a multiplication sentence.

### Illustrative Example:

Paul is trying to solve the multiplication problem below. Look at how he solves it.



Saint Paul Cathedral

$$\begin{array}{r} 85 \\ \times 12 \\ \hline \end{array}$$

85 ← Multiplicand  
x 12 ← Multiplier  
??? ← Product

$$\begin{array}{r} 85 \\ \times 12 \\ \hline 170 \end{array}$$



$$\begin{array}{r} 85 \\ \times 12 \\ \hline 170 \\ + 850 \\ \hline 1020 \end{array}$$

The product is 1,020.



## SAMPLE/APPLICATION

Let us divide the number! I will teach you how.



$$40 \overline{) 90680}$$

$40 \overline{) 90680}$	<p>Since the divisor is a 2-digit number, take the first 2-digit of the dividend first. Find the nearest multiple of 40 to obtain the first 2-digit of the dividend.</p>
$\begin{array}{r} 2 \\ 40 \overline{) 90680} \\ - 80 \\ \hline 10 \end{array}$	<p>Multiply the divisor from the answer obtained: <math>40 \times 2 = 80</math> The product will be subtracted with the first 2-digits of the dividend.</p>
$\begin{array}{r} 2 \\ 40 \overline{) 90680} \\ - 80 \\ \hline 106 \end{array}$	<p>Since the obtained answer is not applicable, bring down the third digit to come with a 3-digit number. Again, find the nearest multiple of 40 to answer or support the new digit.</p>
$\begin{array}{r} 22 \\ 40 \overline{) 90680} \\ - 80 \\ \hline 106 \\ - 80 \\ \hline 26 \end{array}$	<p>Multiply the divisor from the second answer obtained: <math>40 \times 2 = 80</math> The product will be subtracted with the 3-digit number. Repeat the process until you reached the final digit of your dividend.</p>



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# SAINT JUAN DIEGO TASK

K-G2  
Basic

Help Saint Juan Diego solve this simple math problems. Which value will complete these math sentences? Write them down.

$7. 9 - 5 = \underline{\quad}$

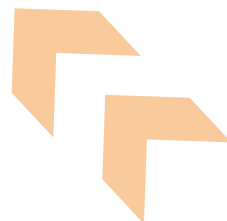


$6. 8 - 1 = \underline{\quad}$



$5. 2 + 4 = \underline{\quad}$

$4. 5 - 3 = \underline{\quad}$



$3. 4 - 2 = \underline{\quad}$

$2. 1 + 4 = \underline{\quad}$



$1. 1 + 3 = \underline{\quad}$



# THE SAINTS

K-G2  
Basic

Here are the famous saints that we know! Help them bond with each other by solving these numbers. Then cut and paste your answer.

$3 - 0 = \square$



Saint Teresa

$1 + 7 = \square$

$5 - 0 = \square$



Saint Joseph

$5 + 2 = \square$

$8 - 2 = \square$



Saint Patrick

$4 + 5 = \square$

3

4

5

6

7

8

9

10



# THE MYSTERIOUS SAINT

K-G2  
Basic

Add these numbers and guess the name of this saint! Select the letters from the given below.

$$\begin{array}{r} 1. \quad 82 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 50 \\ + 50 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 71 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 92 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 64 \\ + 43 \\ \hline \end{array}$$

 What is his name?



A

119

B

101

C

75

D

117

E

111

F

90

G

115

H

120

I

100

J

109

K

110

L

86

M

112

N

113

O

107

P

80

Q

116

R

99



**Mark and Samara are excited to celebrate All Saints' Day. Read and understand their problems below and do as follows.**

1. Mark bought 146 candies last October 31 and 324 candies this November 1 for Halloween and All Saints' Day.. How many candies does Mark has in total?

Addition sentence:

Solution and answer:



2. After Halloween, Samara counted her candy jars. Her first jar has 457 candies and her second jar has 512 candies. How many candies does she have in total?

Addition sentence:

Solution and answer:



# NOVEMBER 1ST HOLIDAY

K-G2  
Basic

Look how the MC restaurant is celebrating All Saints Day! Make sure to calculate the desired numbers carefully!

1. In celebration of November 1st holiday, MC Restaurant is giving away free coupons. Last week, they gave away 6,976 coupons for their regular customers. This week, they already gave away 8,764 coupons. And today, they gave away 765 coupons. How many food coupons they have already handed out?

Math Sentence:

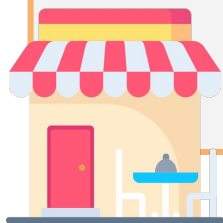
Solution and answer:



2. Last week, 9,321 customers used the coupons that they received to buy foods from MC Restaurant. This week 689 customers used the coupons. Calculate the total number of unused coupons.

Math Sentence:

Solution and answer:



# A VISIT TO CATHEDRAL OF SAINT PAUL

G3-G6  
Advanced

Book a visit to Cathedral of Saint Paul as you solve the following products. Make sure to get it correctly to unlock the mysterious key card.

$$\begin{array}{r} 1. \quad 28 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 58 \\ \times 21 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 28 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 75 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 65 \\ \times 36 \\ \hline \end{array}$$

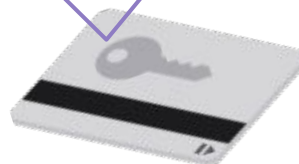
$$\begin{array}{r} 6. \quad 25 \\ \times 17 \\ \hline \end{array}$$



Saint Paul Cathedral

\_\_\_\_\_

Clue: Input the last digit of each product to unlock the keycard!



# ST. JOSEPH'S MEET AND SOLVE!

G3-G6  
Advanced

Know St. Joseph as you solve the product of these numbers.

HWM

$$\begin{array}{r} 14 \\ \times 9 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 15 \\ \times 18 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 12 \\ \times 13 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 23 \\ \times 18 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 27 \\ \times 19 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 29 \\ \times 11 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 23 \\ \times 16 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 39 \\ \times 13 \\ \hline \end{array}$$

HWM

$$\begin{array}{r} 45 \\ \times 20 \\ \hline \end{array}$$



Hi! I am Saint Joseph! Nice meeting you all!



# ST. VALENTINE'S CHALLENGE

G3-G6  
Advanced

Are you up on St. Valentine's challenge? Solve the following items in five minutes and you will be rewarded.

1.

$$17 \overline{) 41174}$$

2.

$$13 \overline{) 20527}$$

3.

$$33 \overline{) 41349}$$



Saint Valentine



4.

$$21 \overline{) 56091}$$

5.

$$13 \overline{) 37275}$$





# SAINT PATRICK IN HEAVEN

G3-G6  
Advanced

Saint Patrick in heaven would like to ask you about the total of the following given. Can you do that for him?



$$(1 \times 10^3) + (2 \times 10^2) + (5 \times 10^1) + (2 \times 10^0)$$



$$(3 \times 10^3) + (5 \times 10^2) + (7 \times 10^1) + (1 \times 10^0)$$

$$(4 \times 10^3) + (0 \times 10^2) + (9 \times 10^1) + (0 \times 10^0)$$



$$(5 \times 10^3) + (9 \times 10^2) + (3 \times 10^1) + (5 \times 10^0)$$

$$(7 \times 10^3) + (8 \times 10^2) + (7 \times 10^1) + (2 \times 10^0)$$



$$(9 \times 10^2) + (1 \times 10^3) + (1 \times 10^1) + (0 \times 10^0)$$



# ST. TERESA'S CHARITY WORK

G3-G6  
Advanced

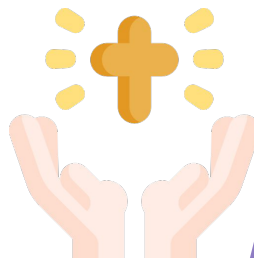
Saint Teresa of Calcutta in India was one of the renowned saints in the world because of her charity work to the poor. Give back to her works by answering these math problems.

A. 6, 713

C. 749

B. 4, 501

D. 298



1.  $5,066 \div 17$

2.  $73,843 \div 11$



Saint Teresa

3.  $58,513 \div 13$

4.  $14,980 \div 20$



# ANSWER GUIDE

## Activity 1

1) 4      2) 5      3) 2      4) 2      5) 6      6) 7      7) 4

## Activity 2

1) 3      2) 8      3) 5      4) 7      5) 6      6) 9

## Activity 3

1) D - 117      2) I - 100      3) E - 111      4) G - 115      5) O - 107

## Activity 4

1)  $146 + 324 = n$       Ans. 570      2)  $457 + 512 = n$       Ans. 969

## Activity 5

1)  $6976 + 8764 + 765 = n$       Ans. 16505  
2)  $16505 - (9321 + 689) = n$       Ans. 6495

## Activity 6

1) 364      2) 1218      3) 504      4) 2400  
5) 2340      6) 425      The code is: 484005



# ANSWER GUIDE

## Activity 7

- |        |         |        |        |
|--------|---------|--------|--------|
| 1) 126 | 2) 110  | 3) 270 | 4) 156 |
| 5) 414 | 6) 513  | 7) 319 | 8) 368 |
| 9) 507 | 10) 900 |        |        |

## Activity 8

- |         |         |         |         |              |
|---------|---------|---------|---------|--------------|
| 1) 2422 | 2) 1579 | 3) 1253 | 4) 2671 | 5) 2867 r. 4 |
|---------|---------|---------|---------|--------------|

## Activity 9

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1) 1252 | 2) 3571 | 3) 4090 | 4) 5935 | 5) 1910 |
|---------|---------|---------|---------|---------|

## Activity 10

- |      |      |      |      |
|------|------|------|------|
| 1) D | 2) A | 3) B | 4) C |
|------|------|------|------|



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